

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 563 - Systematic Planning and Evaluation for Interpersonal Practice
3 credit hours
Spring 2016**

Course number: SW 563	Instructor: Dr. Mary Lehman Held
Semester: Spring 2018	Email: mheld@utk.edu
Office Location: Nashville	Meeting Time: Tuesday
Office Hours: Tuesdays 12-1:00	Campus:
Credit hours: 3 Hours	

Prerequisite(s): 510, 512, 513, 519, 522, 537, 538 and 539

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This is a required concentration course. This course focuses on the development of knowledge, attitudes and skills necessary to systematically plan and evaluate interpersonal practice for the purpose of informing clinical decision-making. Building upon the foundation research, human behavior, and practice courses, this course examines evidence-based methods for: conducting assessments; identifying and implementing evidence-based interventions; and measuring and monitoring outcomes for individuals, couples, families, and small groups.

Course Rationale

Social workers face complex human situations presented by clients that come from diverse backgrounds, and the interventions social workers have at their disposal vary in the degree of effectiveness with any given individual, couple, family, or small group. In order to provide the most effective interpersonal practice for particular clients, social workers must be able to locate, critically appraise, and implement evidence-based interventions, measure and monitor client outcomes in a sensitive, practical, and accurate manner, and determine the extent of client change in a timely fashion in order to modify or terminate interventions as needed.

Course Competencies

By the completion of this course, the students are expected to be able to:

1. Select appropriate targets of client change and goals in a way that can be measured and monitored in interpersonal practice. (*Content: conducting an assessment of client needs; goal setting, short and long term goal identification; measurement plan; cultural relevance of measurement tools; validity and reliability of measurement tools; standardized recording plan; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance*) EBIP 4.2, 9.1

Assessed by the following assignments: Quiz 1, Quiz 2

2. Locate, critically appraise, and apply appropriate evidence-based interpersonal practice interventions for a given client system. *(Content: steps of evidence based practice; systematic reviews; development of evidence based treatment plan; cultural relevance of evidence; connection between evidence based practice, social justice and the code of ethics; evidence based practice; importance of client values, preferences, and expectations; practitioner's individual expertise; and clinical characteristics and circumstance; using research to inform practice and practice experience to inform research)* EBIP 6.1, 7.1, 8.1

Assessed by the following assignments: Quiz 1, Quiz 2

3. Select and use the most appropriate single-system designs (defined broadly) to evaluate client change in interpersonal practice. *(Content: purpose and uses of baselines; circumstances under which different single-system designs are useful, practical, and ethical; purposes of different single-system designs; considerations in selecting different single-system designs)* EBIP 4.1, 9.1

Assessed by the following assignments: Quiz 1, Quiz 2, Paper 3, Paper 4, Presentation

4. Select and use the most appropriate evidence-based methods to analyze and interpret client change in interpersonal practice. *(Content: practical, statistical, and theoretical significance; methods for graphing single-system design data; visual analysis of single-system design data; considerations in selecting different methods for analyzing data from single-system designs)* EBIP 4.2, 9.1

Assessed by the following assignments: Quiz 2, Paper 2, Presentation

5. Select and use the most appropriate evidence-based methods for the assessment, monitoring, and analysis of client change in interpersonal practice. *(Content: direct measures (i.e. behavioral observations), and indirect measures (individualized rating scales standardized instruments); logs; rating scales; influence of "bias"; characteristics and benefits of standardized scales; methods of measuring behavior; benefits/limits of scales; cultural competence in planning and constructing measures; search terms for choosing a scale; measurement databases such as HAPPI and Mental Measurements Yearbook; administering a scale; standardized measures).* EBIP 4.2, 7.1, 8.1, 9.1

Assessed by the following assignments: Quiz 2, Paper 3, Paper 4, Presentation

6. Effectively communicate results obtained from the evaluation of interpersonal practice in print and electronic formats. *(Content: visual and descriptive analysis; presentation techniques; creating line and bar graphs; techniques for describing and interpreting data)* EBIP 1.1, 9.1

Assessed by the following assignments: Quiz 2, Paper 4, Presentation

7. Conduct the evaluation of interpersonal practice within the ethical standards of the social work profession. *(Content: NASW Code of Ethics; connection between evidence based practice, social justice and the code of ethics; role of client informed consent in implementing measures and interventions)* EBIP 1.1

Assessed by the following assignments: Quiz 1, Paper 3, Paper 4, Presentation

8. Critically evaluate the strengths and limitations of the evaluation of interpersonal practice in reference to race/ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age, and religion. (*Content: cultural relevance of evidence; importance of client values, preferences, and expectations; importance of self-reflection and awareness of clinician's values, preferences, and expectations; culturally sensitive assessment; culturally sensitive treatment plan; culturally sensitive methods of measurement; locating culturally sensitive measures; culturally sensitive goal setting; culturally sensitive evaluation of client progress*) EBIP 2.1, 9.1

Assessed by the following assignments: Quiz 2, Paper 4, Presentation

Classroom Courtesy

You may bring your laptops to class for taking notes and doing appropriate classroom work. It is not appropriate to cruise the Internet, check your email, etc., during class. The instructor reserves the right to disallow the use of laptops in class if students use them inappropriately (e.g. instant messaging, typing emails, or web surfing). All cell phones and smart phones should be silenced and put away during class and text messaging is strictly prohibited. If you have a special circumstance, talk to the instructor in advance. All mp3 players (iPods, etc.) are to be off and stored during class. This includes removal of all headphones, ear buds, and other listening devices from ears, head, and neck during class time.

Use of People First language

In this class I want to strive to use people first language. For example, say “people with disabilities”, not “the handicapped or disabled.” Say “She has a developmental delay” not “She’s developmentally delayed.” Say “My client has a mental health diagnosis” not “mentally ill client” or “depressed client.”

Required Texts

Orme, J. G., & Combs-Orme, T. C. (2012). *Outcome-informed evidence-based practice*. Boston: Pearson. <http://ormebook.com>

Required Readings (All are in the BB Course Site)

Anker, M. G., Duncan, B. L., & Sparks, J. A. (2009). Using client feedback to improve couple therapy outcomes: A randomized clinical trial in a naturalistic setting. *Journal of Consulting and Clinical Psychology, 77*, 693-704.

Aparna, J., Nuankaew, R., Mongkholwiboolphol, N., Banpabuth, A., Tuvinun, R., Ayuthaya, P., & Richter, K. (2013). Community-based interventions that work to reduce HIV stigma and discrimination: Results of an evaluation study in Thailand. *Journal of the International AIDS Society, 16* (Suppl 2).

Barrera, M., Jr., Castro, F. G., Strycker, L. A., & Toobert, D. J. (2012, January 30). Cultural adaptations of behavioral health interventions: A progress report. *Journal of Consulting and Clinical Psychology*. Advance online publication.

Barrett, M. D., & Wolfer, T. A. (2001). Reducing anxiety through a structured writing intervention: A single-system evaluation. *Families in Society, 82*, 355-362.

Boettcher, J., Rozental, A., Anderseon, G., & Carlbring, P. (2014). Side effects in Internet-based interventions for Social Anxiety Disorder. *Internet Interventions, 1*, 3-11.

- Briggs, H. E., Miller, K. M., Orellana, E.R., Briggs, A. C. & Cox, W. H. (2013). Effective single-parent training group program: Three system studies. *Research on Social Work Practice*, 23, 680-693.
- Cormier, W.H., & Cormier, L.S. (1991). Selecting helping strategies. In Cormier & Cormier (Eds.), *Interviewing strategies for helpers: Fundamental skills and cognitive behavioral interventions* (3rd ed.) (pp. 292-306). Pacific Grove, CA: Brooks/Cole
- Davey, R. C., Hurst, G. L., Smith, G. R., Grogan, S. C., & Kurth, J. (2011). The impact and process of a community-led intervention on reducing environmental inequalities related to physical activity and healthy eating – A pilot study. *BMC Public Health*, 11.
- Duncan, B. L. (2012). The Partners for Change Outcome Management System (PCOMS): The Heart and Soul of Change Project. *Canadian Psychology*, 53, 93-104.
- Faurholt-Jepsen, M., Munkholm, K, Frost, M., Bardam, J. E., & Kessing, L. V. (2016). Electronic self-monitoring of mood using IT platforms in adult patients with bipolar disorder: A systematic review of the validity and evidence. *BMC Psychiatry*, 16(7).
- Jensen, D. R., Abbott, M. K., Beecher, M. E., Griner, D., Golightly, T. R., & Cannon, J. A. N. (2012). Taking the pulse of the group: The utilization of practice-based evidence in group psychotherapy. *Professional Psychology: Research and Practice*, 43, 388-394.
- Jones, LV & Warner, LA (2011). Evaluating culturally responsive group work with Black women. *Research on Social Work Practice*, 21,737-746.
- Lambert, M. J. (2010). “Yes, it is time for clinicians to routinely monitor treatment outcome.” In Duncan, B. L., Miller, S. D., Wampold, B. E., & Hubble, M. A. (Eds.), *The heart & soul of change* (2nd ed.) (pp. 239-266). Washington, DC: American Psychological Association
- Lilienfeld, S. O. (2007). Psychological treatments that cause harm. *Perspectives on Psychological Science*, 2, 53-70.
- Nurius, P. (1992). Practice evaluation methods: Practical variations on a theme. In CW LeCroy (Ed.) *Case studies in social work practice* (pp. 268-277). Belmont, CA: Wadsworth.
- Nicolaidis, C., Wahab, S., Trimble, J., Mejia, A., Mitchell, R., Raymaker, D., Thomas, M., Timmons, V., Waters, A. (2012). The interconnections project: Development and evaluation of a community-based depression program for African American violence survivors. *Journal of General Internal Medicine*, 28(4), 530-538.
- Randall, E. (2001). Existential therapy of panic disorder: A single system design study. *Clinical Social Work Journal*,29, 259-267.
- Rosen, A. (1993). Systematic planned practice. *Social Service Review*, 67(1), 84-100.
- Rubin, A. (2010). Teaching EBP in social work: Retrospective and prospective. *Journal of Social Work*, 11, 64-79.
- Rubin, A., & Bellamy, J. (2012). *Practitioner’s guide to using research for evidence-based practice* (2nd ed.). New York: Wiley. (Chapter 1: *Introduction to Evidence-Based Practice*) (Chapter 2: *Steps in the EBP Process*)
- Singh, N. N., Lancioni, G. E., Winton, A., et al. (2007). Individuals with mental illness can control their aggressive behavior through mindfulness training. *Behavior Modification*, 31, 313-328.
- Swift, J. K., Greenber, R. P., Whipple, J. L., & Kominiak, N. (2012). Practice recommendations

for reducing premature termination in therapy. *Professional Psychology: Research and Practice*, 43, 4, 379-387.

Thyer, BA & Myers, LL (2007). Group evaluation designs (chp 4, pp 81-111). In *A Social Worker's Guide to Evaluating Practice Outcomes*.

Walfish, S., McAlister, B., O'Donnell, P., Lambert, M. J. (2012). An investigation of self-assessment bias in mental health providers. *Psychological Reports*, 110, 639-644.

Weaver, A., Greeno, C. G., Marcus, S. C., Fusco, R. A., Zimmerman, T., & Anderson, C. (2013). Effects of structural family therapy on child and maternal health symptomatology. *Research on Social Work Practice*, 23, 294-303.

Westbury, E. & Tutty, LM. (1999). The efficacy of group treatment for survivors of childhood abuse. *Child Abuse and Neglect*, 23, 31-44.

Whipple, J. L., & Lambert, M. J. (2011). Outcome measures for practice. *Annual Review of Clinical Psychology*, 7, 87-111.

Williams, L. M., Patterson, J. E., & Miller, R. B. (2006). Panning for gold: A clinician's guide to using research. *Journal of Marital and Family Therapy*, 32, 17-32.

COURSE OUTLINE, READINGS, AND DUE DATES

Date	Topic	Readings	Items Due
Week 1 (1/16)	<i>Course Introduction and Overview of Evidence-based Practice</i>	Orme & Combs-Orme <ul style="list-style-type: none"> • Chapter 1 • Chapter 2 Rubin & Bellamy (2012) Rubin (2010)	
Week 2 (1/23)	<i>Treatment Planning, using Systematic Planned Practice Framework</i> <i>Ensuring Cultural Competence in Practice Evaluation</i>	Orme & Combs-Orme <ul style="list-style-type: none"> • Chapter 3 • Chapter 4 Barrera et al. (2012) Rosen (1993) Walfish et al. (2012)	
Week 3 (1/30)	<i>Why Evaluate your Evidence-based Practice?</i> <i>Evaluation of Treatment with Individuals, Couples, and Families</i>	Orme & Combs-Orme <ul style="list-style-type: none"> • Chapter 8 Anker et al. (2009) Duncan (2012) Lambert (2010) Lilienfeld (2007)	Paper #1 (submit via Canvas)
Week 4 (2/6)	<i>Measurement of Target Behaviors</i>	Orme & Combs-Orme <ul style="list-style-type: none"> • Chapter 9 • Chapter 10 • Chapter 11 • Chapter 12 • Appendix B – just review briefly Faurholt-Jepsen et al. (2016) Whipple & Lambert (2011)	Quiz 1 due 2/9 at 11:59 pm CT (covers content through 1/30)
Week 5 (2/13)	<i>Single-system Designs: Baseline, evaluation, and experimental designs</i> <i>Goal attainment scaling and strategies for short-term practice</i>	Orme & Combs-Orme <ul style="list-style-type: none"> • Chapter 5 • Chapter 7 Barrett & Wolfer (2001) Briggs et al. (2013) Nurius (1992) Randall (2001) Singh et al. (2007)	Paper #2 (submit via Canvas)
Week 6 (2/20)	<i>Group-based Interventions</i> <i>Review of Internal and External Validity</i> <i>Community and Organization-</i>	Aparna et al. (2013) Davey et al. (2011) Jensen et al. (2012) Jones et al. (2011) Nicolaidis et al. (2013) Thyer, BA & Myers, LL (2007)	

	<i>based Interventions</i> <i>Program Evaluation Strategies</i>	Weaver et al. (2013) Westbury & Tutty (1999) Conducting a Needs Assessment	
Week 7 (2/27)	<i>The Helping Relationship</i> <i>Understanding Intervention Research</i> <i>Analyzing Single-system Design Data</i> <i>Data Summary, Ordering Presentation, Clinical Significance, Visual Analysis</i>	Orme & Combs-Orme • Chapter 6 Boettcher et al. (2014) Cormier & Cormier (1991) Swift et al. (2012) Williams (2006)	Quiz #2 – due 3/2 at 11:59 pm CT (covers content through week 7)
Week 8 (3/6)	<i>Review of content; Putting skills to practice</i>		Paper #3 (submit via Canvas)
3/13	SPRING BREAK	ENJOY & BE SAFE!!	
Week 9 (3/20)	<i>Group assignment</i> <i>Discussion of presentations</i> <i>Learning to Graph Outcomes – putting it to practice!</i>		
Week 10 (3/27)	Catch-up and Time for Individual Consultation Group Work Time		Paper #4 (submit via Canvas)
Week 11 (4/3)	Student Group Presentations		
Week 12 (4/10)	Student Group Presentations		
Week 13 (4/17)	Student Group Presentations		
Week 14 (4/24)	Student Group Presentations		

COURSE REQUIREMENTS:

In addition to the assignments listed below, you are expected to read 100% of the assigned reading material and to come to each class prepared to discuss (e.g., ask and answer relevant questions) the reading material.

The instructor will present material on practice evaluation and the students will integrate it with their readings and apply the information in their practice experience and field settings. Students will present these applications on a regular basis. Students are expected to read assigned materials, discuss assigned readings in class, attend class and participate in discussions, and present case applications. The number of presentations will depend on the number of students enrolled in the class, as each student will give only 1 presentation. These are primarily “informal and relaxed” presentations of different components of your practice evaluation effort, and are intended for you to receive feedback and for other students to learn from your efforts.

If you need an extension of time for an assignment due to a medical or personal emergency *you must consult the instructor in advance*. However, an extension is not automatic and there may be a grade penalty.

Grades will be assessed on the following assignments:

ASSIGNMENT	POINT VALUE
Quiz 1	15 points
Quiz 2	20 points
Paper 1	10 points
Paper 2	10 points
Paper 3	15 points
Paper 4	15 points
Presentation	10 points
Attendance and Participation	5 points
	100 possible points

A. Quizzes

You will have 2 quizzes (see due dates highlighted in yellow above). These quizzes will provide both you and the instructor with ongoing feedback concerning knowledge acquisition.

You will have **1 hour** to complete each quiz. The quiz will close at the end of 1 hour.

Late quizzes will not be accepted.

Quiz 1 will cover **competencies 1, 2, 4, and 5 (Dimensions covered include knowledge, values, and cognitive and affective processing)**

Quiz 2 will cover **competencies 3, 6, and 8 (Dimensions covered include knowledge, values, and cognitive and affective processing)**

B. Papers

You will be assigned a case scenario at the beginning of the semester and will use this same case scenario throughout the semester for all paper assignments.

The information below is *only a broad overview* of each paper. The full description and the required content for each presentation/paper is on the Canvas course site.

Late submission of a paper or presentation will result in a grade reduction of 10% each day that the paper is late, through day 2. On day 3, the late assignment will not be accepted and the grade will be a 0.

PAPER	DESCRIPTION	DUE DATE
Paper #1	Describe client scenario clinically and develop a treatment plan with clearly outlined broad goals and specific, measurable objectives (Competency 1; Dimensions covered include knowledge, values, and cognitive and affective processing)	1/30/17 at 11:59pm CT
Paper #2	Describe an evidence-based intervention, drawn from the literature, including your rationale for selection of this intervention and how it will be implemented. Provide specific steps for implementation (Competencies 5, 7, and 8; Dimensions covered include knowledge, values, and cognitive and affective processing)	2/13/17 at 11:59pm CT
Paper #3	Describe evidence-supported measurement tools that you will use to evaluate the effectiveness of the selected intervention with your client. (Competencies 2 and 8; Dimensions covered include knowledge, values, and cognitive and affective processing)	3/6/17 at 11:59pm CT
Paper #4	Single-case design graph, description of results, and discussion of client's progress and outcomes. (Competencies 1-8; Dimensions covered include knowledge, and cognitive and affective processing)	3/27/17 at 11:59pm CT

C. Presentation

You will be assigned to a group of approximately 3 students based on your case scenario. As a group, you will select the best approach to the client's treatment plan, intervention, measurement tools, and single-case design graph to present the client outcomes. As a group, you will present a brief overview of the content from all 4 papers.

Your presentation must include a PPT and be of professional nature. You will be graded on the content and presentation of the content. See the rubric in the Canvas course site for specific details.

ASSIGNMENT OF FINAL GRADES

The final course grade will be assigned as follows:

NUMERIC GRADE	LETTER GRADE	DESCRIPTION
95-100	A	Outstanding/Superior. Student consistently exceed expectations.
90-94	B+	Above Average. Student consistently meets, and occasionally exceeds, normal expectations for the course
85-89	B	Average. Student consistently meets normal expectations for the course.
80-84	C+	Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
70-79	C	Poor. There is a lack of understanding of course content. Student does not meet course expectations.
60 or below	F	Very Poor. Course expectations are not met. There is a lack of attendance or incomplete assignments.